# The School Plan for Student Achievement

**School:** Redwood Coast Montessori

**CDS Code:** 12-62679-0137653

**District:** Redwood Coast Montessori

**Principal:** Bryan Little

**Revision Date:** 1/25/2022

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 2/16/2022.**

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## School Vision and Mission

**Redwood Coast Montessori's Vision and Mission Statements**
Mission Statement
The mission of Redwood Coast Montessori is to serve a diverse population of elementary through high school children (TK-12) in the Humboldt County area by providing children with a high quality educational option based on the Montessori method.

Vision Statement and Educational Goals
Students enrolled in Redwood Coast Montessori follow an educational sequence based on the model established by Maria Montessori. In this model, students pursue an enriched education in two to three year, multi-age classrooms from Kindergarten to 8th grade. They begin with a TK/Kg class. Following the successful completion of the Kindergarten program, students advance to the lower elementary level (1st – 3rd grades). Following the lower elementary program, RCM students progress to the upper elementary program (grades 4th – 6th), followed by the Adolescent program (grades 7th & 8th). In the high school program (9-12), students are often grouped in grade cohorts 9-10 and 11-12.

At its core, the model of mixed grades used by RCM accounts for the needs of all learners regardless of their educational level or socioeconomic status.  Montessori education emphasizes meeting learners where they are at and leads them to  mastery of specific skills with high quality self-correcting materials. With this approach to instruction, RCM accommodates students of all levels, including remedial and accelerated learners. One important aspect of this approach to education is the multi-age classroom that provides the opportunity for children to learn from and teach each other. With this format, students become teachers once they have mastered specific skills. Having students in the class who work at different levels provides enhanced opportunities for those students who work at an accelerated pace to assist those students who have not yet fully mastered a concept or skill. The "teaching" student reinforces his/her knowledge of the topic while presenting it to the "learning" student. In this practice, the teacher becomes a student as well, facilitating work from different perspectives. As a result, students become self-directed. The materials and environment allow them to focus on intrinsic motivation.

RCM provides students with a fully enriched environment that includes physical education, community building, collaboration and respect for self, peers and the environment. In addition to state standards, the educational program at Redwood Coast Montessori is based on key Montessori elements:
* Carefully prepared, inviting environment
* High quality, time tested Montessori learning materials that are self-correcting
* Sequential curriculum with emphasis on mastery before moving on
* School-Based Community projects such as gardening, cooking and maintaining the classroom  Whole-group, small-group and individualized instruction
* Long periods of uninterrupted work time
* Emphasis on individual responsibility and choice in learning where, with guidance from the teacher, students learn and set goals according to developmental readiness
* Opportunities to research and report on topics of individual interest
* Strong emphasis on collaboration, building a sense of classroom and school community, and philosophy of service to the greater community
* Multi-aged classroom where younger students enjoy older role models and older students teach skills they have mastered to their younger classmates
* A peace table where children practice taking responsibility to resolve interpersonal conflicts
* Emphasis on grace and courtesy

Montessori students experience an environment at all grade levels that emphasizes responsibility and choice. "Freedom within limits" is one key philosophy about which faculty communicate and collaborate with students in order to create an environment where teachers and students can grow and learn.

## School Profile

Redwood Coast Montessori (RCM) is a TK-12 public charter school authorized by the Arcata Elementary School District. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the individual and the natural development of the whole child. Redwood Coast Montessori classrooms are based on the Montessori approach of a carefully prepared environment that is filled with beautiful, long lasting materials that are engaging, age appropriate and pedagogically designed as self-correcting

learning tools. Students spend long uninterrupted academic time following their own passion as they work their way through the curriculum. The curriculum is integrated throughout all grade levels and all subject matter in such a way that it allows for mastery of concepts at an individual pace that is appropriate for each student.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys were made available to the entire community. Overall there was a high level of satisfaction in many key areas: 90% of respondents either agreed or strongly agreed that RCM ensures students receive instruction that is guided by academic content and performance standards and that RCM seeks input and encourages parental participation.

Although there was strong support for the culture of RCM and the peace curriculum that is in place, there were some responses that reflected a concern about providing adequate support for students of all social backgrounds and family structures. There was also interest in additional forms of communication between school and parents including more opportunities for parents to visit classrooms and learn more about Montessori curriculum.

A couple of respondents expressed concern for the overall condition of the school facility.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Multiple different types of classroom observation take place on a daily basis by administrators, other staff, other professionals, and guardians. Observations are a combination of drop-in and prescheduled visits.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made.  Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   RCM utilizes both interim and summative assessments to guide instruction and to target the needs of individual students and student subgroups.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Based on the Montessori method, extensive daily assessments are embedded into the flow of classroom instruction. Curriculum-embedded assessments are in the form of formal assessments and on-going observations.

<u>Staffing and Professional Development</u>

3.   Status of meeting requirements for highly qualified staff (ESEA)

     All RCM staff are highly qualified.

4.   Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

     RCM is fully staffed with credentialed teachers. All teachers are provided with professional development opportunities that are in line with RCM's charter and the mission of the school.

5.   Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

     RCM staff are provided staff development that is aligned to State content standards.

6.   Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

     RCM has a well established support system to provide in-house instructional coaches. Several RCM staff are also participating in the PBL Leadership Academy that provides instructional coaching in the area of Project Based Learning.

7.   Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

     Teacher collaboration meetings take place at least twice per month. In addition grade level and department meetings are conducted as needed on a weekly basis.

<u>Teaching and Learning</u>

8.   Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

     All RCM curriculum, instruction, and materials are aligned to State content and performance standards.

9.   Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

     RCM closely adheres to recommended instructional minutes for ELA and mathematics.

10.  Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

     RCM has carefully designed it's school schedule to provide and emphasize intervention courses such as art, music, PE, and CTE.

11.  Availability of standards-based instructional materials appropriate to all student groups (ESEA)

     All student groups have ample access to standards-based instruction materials that are in-line with the school's Montessori approach to education.

12.  Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

     RCM teaching staff utilize standards-aligned instruction materials that are in conjunction with the school's Montessori approach to education.

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    RCM provides reading and literacy intervention, math support and supplemental instruction, and social/emotional support for underperforming students.

14. Research-based educational practices to raise student achievement

    RCM uses a well established Montessori approach to educating all students. This combined with a strong focus on project based learning provides a research-based approach to supporting student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

    RCM works closely with families and community members to provide appropriate and targeted support and resources for under-achieving students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

    Annual meetings with staff and community members along with parent and student surveys provide guidance for the implementation of ConApp programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Reading support, mathematics support, literacy support, student support services.

18. Fiscal support (EPC)

    RCM provides fiscal support for all services provided that enable underperforming students as outlined in the school's LCAP.

## Description of Barriers and Related School Goals

Math continues to be an area of continuous improvement as well as using research based intervention tools to support tier 2 students who need additional instruction. School goals focus on improving student engagement, enrichment, and achievement.

# School and Student Performance Data

**CAASPP Results (All Students)**

**English Language Arts/Literacy**

| | Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **# of Students Enrolled** | | | **# of Students Tested** | | | **# of Students with Scores** | | | **% of Enrolled Students Tested** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| **Grade 3** | 13 | * | 16 | 13 | * | 14 | 13 | * | 14 | 100 | | 87.5 |
| **Grade 4** | 16 | 15 | 11 | 16 | 15 | 10 | 16 | 15 | 10 | 100 | 100 | 90.9 |
| **Grade 5** | 12 | 13 | 15 | 12 | 13 | 15 | 12 | 13 | 15 | 100 | 100 | 100 |
| **Grade 6** | 12 | * | 14 | 11 | * | 13 | 11 | * | 13 | 91.7 | | 92.9 |
| **Grade 7** | * | 14 | 17 | * | 14 | 17 | * | 14 | 17 | | 100 | 100 |
| **Grade 8** | 12 | * | 18 | 12 | * | 14 | 12 | * | 14 | 100 | | 77.8 |
| **All Grades** | 73 | 69 | 91 | 70 | 67 | 83 | 70 | 67 | 83 | 95.9 | 97.1 | 91.2 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| | Overall Achievement for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Mean Scale Score** | | | **% Standard Exceeded** | | | **% Standard Met** | | | **% Standard Nearly Met** | | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| **Grade 3** | 2429.1 | * | 2426.6 | 7.69 | * | 28.57 | 53.85 | * | 21.43 | 23.08 | * | 14.29 |
| **Grade 4** | 2436.3 | 2473.9 | * | 12.50 | 13.33 | * | 12.50 | 46.67 | * | 37.50 | 26.67 | * |
| **Grade 5** | 2544.7 | 2500.5 | 2523.9 | 33.33 | 15.38 | 26.67 | 50.00 | 38.46 | 33.33 | 0.00 | 7.69 | 26.67 |
| **Grade 6** | 2513.7 | * | 2544.5 | 9.09 | * | 23.08 | 45.45 | * | 38.46 | 27.27 | * | 23.08 |
| **Grade 7** | * | 2594.6 | 2581.6 | * | 28.57 | 35.29 | * | 42.86 | 23.53 | * | 21.43 | 11.76 |
| **Grade 8** | 2621.3 | * | 2588.7 | 41.67 | * | 7.14 | 33.33 | * | 50.00 | 25.00 | * | 28.57 |
| **All Grades** | N/A | N/A | N/A | 21.43 | 17.91 | 25.30 | 37.14 | 47.76 | 32.53 | 24.29 | 17.91 | 22.89 |

Note: The "% Standard Not Met" columns (16-17, 17-18, 18-19) from the Overall Achievement table:

| **Grade Level** | **% Standard Not Met 16-17** | **% Standard Not Met 17-18** | **% Standard Not Met 18-19** |
|---|---|---|---|
| **Grade 3** | 15.38 | * | 35.71 |
| **Grade 4** | 37.50 | 13.33 | * |
| **Grade 5** | 16.67 | 38.46 | 13.33 |
| **Grade 6** | 18.18 | * | 15.38 |
| **Grade 7** | * | 7.14 | 29.41 |
| **Grade 8** | 0.00 | * | 14.29 |
| **All Grades** | 17.14 | 16.42 | 19.28 |

| | Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| **Grade 3** | 23.08 | * | 21.43 | 53.85 | * | 57.14 | 23.08 | * | 21.43 |
| **Grade 4** | 18.75 | 20.00 | * | 50.00 | 66.67 | * | 31.25 | 13.33 | * |
| **Grade 5** | 50.00 | 38.46 | 33.33 | 41.67 | 30.77 | 46.67 | 8.33 | 30.77 | 20.00 |
| **Grade 6** | 9.09 | * | 30.77 | 72.73 | * | 46.15 | 18.18 | * | 23.08 |
| **Grade 7** | * | 21.43 | 41.18 | * | 57.14 | 23.53 | * | 21.43 | 35.29 |
| **Grade 8** | 66.67 | * | 14.29 | 25.00 | * | 64.29 | 8.33 | * | 21.43 |
| **All Grades** | 35.71 | 29.85 | 28.92 | 45.71 | 50.75 | 49.40 | 18.57 | 19.40 | 21.69 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| **Grade 3** | 7.69 | * | 14.29 | 69.23 | * | 50.00 | 23.08 | * | 35.71 |
| **Grade 4** | 6.25 | 26.67 | * | 56.25 | 46.67 | * | 37.50 | 26.67 | * |
| **Grade 5** | 16.67 | 23.08 | 20.00 | 66.67 | 38.46 | 73.33 | 16.67 | 38.46 | 6.67 |
| **Grade 6** | 36.36 | * | 23.08 | 54.55 | * | 53.85 | 9.09 | * | 23.08 |
| **Grade 7** | * | 42.86 | 47.06 | * | 57.14 | 41.18 | * | 0.00 | 11.76 |
| **Grade 8** | 41.67 | * | 35.71 | 58.33 | * | 64.29 | 0.00 | * | 0.00 |
| **All Grades** | 21.43 | 23.88 | 27.71 | 61.43 | 58.21 | 59.04 | 17.14 | 17.91 | 13.25 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| **Grade 3** | 7.69 | * | 21.43 | 84.62 | * | 57.14 | 7.69 | * | 21.43 |
| **Grade 4** | 6.25 | 20.00 | * | 56.25 | 73.33 | * | 37.50 | 6.67 | * |
| **Grade 5** | 25.00 | 30.77 | 20.00 | 58.33 | 46.15 | 66.67 | 16.67 | 23.08 | 13.33 |
| **Grade 6** | 9.09 | * | 23.08 | 72.73 | * | 61.54 | 18.18 | * | 15.38 |
| **Grade 7** | * | 21.43 | 29.41 | * | 64.29 | 47.06 | * | 14.29 | 23.53 |
| **Grade 8** | 25.00 | * | 35.71 | 66.67 | * | 57.14 | 8.33 | * | 7.14 |
| **All Grades** | 17.14 | 23.88 | 24.10 | 65.71 | 65.67 | 61.45 | 17.14 | 10.45 | 14.46 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| **Grade 3** | 7.69 | * | 35.71 | 84.62 | * | 28.57 | 7.69 | * | 35.71 |
| **Grade 4** | 6.25 | 13.33 | * | 68.75 | 66.67 | * | 25.00 | 20.00 | * |
| **Grade 5** | 58.33 | 15.38 | 20.00 | 25.00 | 61.54 | 66.67 | 16.67 | 23.08 | 13.33 |
| **Grade 6** | 9.09 | * | 38.46 | 72.73 | * | 46.15 | 18.18 | * | 15.38 |
| **Grade 7** | * | 35.71 | 35.29 | * | 50.00 | 41.18 | * | 14.29 | 23.53 |
| **Grade 8** | 33.33 | * | 28.57 | 58.33 | * | 42.86 | 8.33 | * | 28.57 |
| **All Grades** | 24.29 | 25.37 | 28.92 | 61.43 | 58.21 | 50.60 | 14.29 | 16.42 | 20.48 |

**Conclusions based on this data:**

1.

## School and Student Performance Data

### CAASPP Results (All Students)

### Mathematics

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **# of Students Enrolled** | | | **# of Students Tested** | | | **# of Students with Scores** | | | **% of Enrolled Students Tested** | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 13 | * | 16 | 13 | * | 14 | 13 | * | 14 | 100 | | 87.5 |
| Grade 4 | 16 | 15 | 11 | 16 | 15 | 10 | 16 | 15 | 10 | 100 | 100 | 90.9 |
| Grade 5 | 12 | 13 | 15 | 12 | 13 | 15 | 12 | 13 | 15 | 100 | 100 | 100 |
| Grade 6 | 12 | * | 14 | 11 | * | 13 | 11 | * | 13 | 91.7 | | 92.9 |
| Grade 7 | * | 14 | 17 | * | 14 | 17 | * | 14 | 17 | | 100 | 100 |
| Grade 8 | 12 | * | 18 | 12 | * | 14 | 12 | * | 14 | 100 | | 77.8 |
| All Grades | 73 | 69 | 91 | 70 | 67 | 83 | 70 | 67 | 83 | 95.9 | 97.1 | 91.2 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Mean Scale Score** | | | **% Standard Exceeded** | | | **% Standard Met** | | | **% Standard Nearly Met** | | | **% Standard Not Met** | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2426.2 | * | 2450.9 | 15.38 | * | 28.57 | 38.46 | * | 14.29 | 23.08 | * | 50.00 | 23.08 | * | 7.14 |
| Grade 4 | 2404.7 | 2432.7 | * | 0.00 | 6.67 | * | 12.50 | 13.33 | * | 25.00 | 46.67 | * | 62.50 | 33.33 | * |
| Grade 5 | 2501.9 | 2466.8 | 2482.9 | 25.00 | 7.69 | 13.33 | 8.33 | 23.08 | 13.33 | 33.33 | 23.08 | 26.67 | 33.33 | 46.15 | 46.67 |
| Grade 6 | 2466.0 | * | 2480.2 | 0.00 | * | 7.69 | 18.18 | * | 23.08 | 45.45 | * | 15.38 | 36.36 | * | 53.85 |
| Grade 7 | * | 2561.8 | 2586.6 | * | 14.29 | 29.41 | * | 28.57 | 23.53 | * | 35.71 | 35.29 | * | 21.43 | 11.76 |
| Grade 8 | 2598.8 | * | 2589.5 | 33.33 | * | 28.57 | 8.33 | * | 14.29 | 41.67 | * | 42.86 | 16.67 | * | 14.29 |
| All Grades | N/A | N/A | N/A | 17.14 | 16.42 | 19.28 | 17.14 | 23.88 | 22.89 | 31.43 | 31.34 | 34.94 | 34.29 | 28.36 | 22.89 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 15.38 | * | 28.57 | 61.54 | * | 42.86 | 23.08 | * | 28.57 |
| Grade 4 | 0.00 | 6.67 | * | 31.25 | 26.67 | * | 68.75 | 66.67 | * |
| Grade 5 | 33.33 | 15.38 | 13.33 | 33.33 | 38.46 | 26.67 | 33.33 | 46.15 | 60.00 |
| Grade 6 | 9.09 | * | 15.38 | 27.27 | * | 23.08 | 63.64 | * | 61.54 |
| Grade 7 | * | 28.57 | 23.53 | * | 50.00 | 58.82 | * | 21.43 | 17.65 |
| Grade 8 | 25.00 | * | 28.57 | 41.67 | * | 42.86 | 33.33 | * | 28.57 |
| All Grades | 18.57 | 22.39 | 20.48 | 37.14 | 35.82 | 40.96 | 44.29 | 41.79 | 38.55 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| **Grade 3** | 38.46 | * | 21.43 | 38.46 | * | 64.29 | 23.08 | * | 14.29 |
| **Grade 4** | 0.00 | 20.00 | * | 43.75 | 40.00 | * | 56.25 | 40.00 | * |
| **Grade 5** | 16.67 | 7.69 | 20.00 | 41.67 | 38.46 | 53.33 | 41.67 | 53.85 | 26.67 |
| **Grade 6** | 9.09 | * | 7.69 | 63.64 | * | 30.77 | 27.27 | * | 61.54 |
| **Grade 7** | * | 14.29 | 35.29 | * | 78.57 | 58.82 | * | 7.14 | 5.88 |
| **Grade 8** | 41.67 | * | 28.57 | 41.67 | * | 50.00 | 16.67 | * | 21.43 |
| **All Grades** | 22.86 | 22.39 | 21.69 | 45.71 | 50.75 | 56.63 | 31.43 | 26.87 | 21.69 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| **Grade 3** | 23.08 | * | 35.71 | 53.85 | * | 50.00 | 23.08 | * | 14.29 |
| **Grade 4** | 6.25 | 6.67 | * | 31.25 | 53.33 | * | 62.50 | 40.00 | * |
| **Grade 5** | 25.00 | 15.38 | 13.33 | 50.00 | 23.08 | 40.00 | 25.00 | 61.54 | 46.67 |
| **Grade 6** | 0.00 | * | 7.69 | 72.73 | * | 46.15 | 27.27 | * | 46.15 |
| **Grade 7** | * | 35.71 | 29.41 | * | 50.00 | 52.94 | * | 14.29 | 17.65 |
| **Grade 8** | 33.33 | * | 50.00 | 33.33 | * | 35.71 | 33.33 | * | 14.29 |
| **All Grades** | 20.00 | 23.88 | 27.71 | 45.71 | 41.79 | 48.19 | 34.29 | 34.33 | 24.10 |

**Conclusions based on this data:**

1. Data is incomplete based on small number of students.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade<br>Level | Overall | | Oral Language | | Written Language | | Number of<br>Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | | | | | | 1 | |
| Grade 1 | | | | | | | | 1 |
| Grade 5 | | | | | | | 1 | |
| Grade 6 | | | | | | | | 1 |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade<br>Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number<br>of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade<br>Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number<br>of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade<br>Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number<br>of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade<br>Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number<br>of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade<br>Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number<br>of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade<br>Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number<br>of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |

**Conclusions based on this data:**

1. Inconclusive based on insufficient sample size.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **140** | **39.3** | **1.4** | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|---|---|
| Student Group | Total | Percentage |
| English Learners | 2 | 1.4 |
| Foster Youth | | |
| Homeless | 3 | 2.1 |
| Socioeconomically Disadvantaged | 55 | 39.3 |
| Students with Disabilities | 32 | 22.9 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| Student Group | Total | Percentage |
| African American | 1 | 0.7 |
| American Indian | 3 | 2.1 |
| Asian | 8 | 5.7 |
| Filipino | | |
| Hispanic | 14 | 10.0 |
| Two or More Races | 7 | 5.0 |
| Pacific Islander | | |
| White | 107 | 76.4 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students |
|:---:|

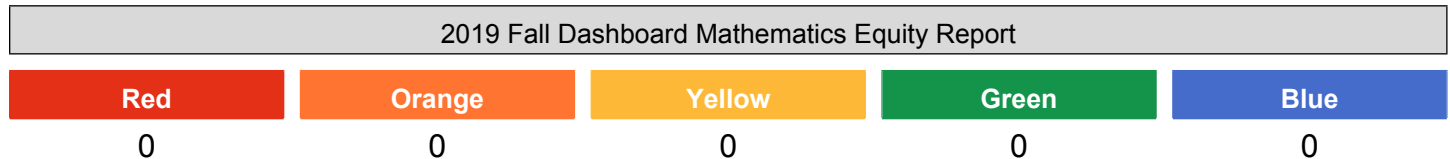| Academic Performance | Academic Engagement | Conditions & Climate |
|:---:|:---:|:---:|
| **English Language Arts**<br><br>No Performance Color | **Graduation Rate** | **Suspension Rate**<br><br>No Performance Color |
| **Mathematics**<br><br>No Performance Color | **Chronic Absenteeism**<br><br>No Performance Color | |
| **English Learner Progress** | | |
| **College/Career** | | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance    Red    Orange    Yellow    Green    Blue    Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 0 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group |
|---|

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| 18.1 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students |
| 80 | 3 | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 23.8 points above standard | 15.9 points below standard |
| 2 | 32 | 27 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 0 Students |
| 1 | 3 | 3 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 32.4 points above standard |
| 10 | 3 | | 60 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 18.8 points above standard |
| 1 | 2 | 76 |

**Conclusions based on this data:**

**1.** Overall most student groups are performing at or above average with the exception of students with disabilities. There is need to address how to better support students with disabilities in the area of ELA.

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 0 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| No Performance Color | No Performance Color | |
| 15.2 points below standard | Less than 11 Students - Data Not Displayed for Privacy | |
| 80 | 3 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 32.3 points below standard | 46.5 points below standard |
| 2 | 32 | 28 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | |
| 1 | 3 | 3 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color | No Performance Color | | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | | 2.1 points below standard |
| 10 | 3 | | 60 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 13.3 points below standard |
| 1 | 2 | 76 |

**Conclusions based on this data:**

**1.** Overall students are scoring below standard in the area of Math.

**2.** The two main student groups that need to be supported in the area of math are socioeconomically disadvantaged students and students with disabilities.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment.  With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2019 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance |
|---|

| Class of 2017 | Class of 2018 | Class of 2019 |
|---|---|---|
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

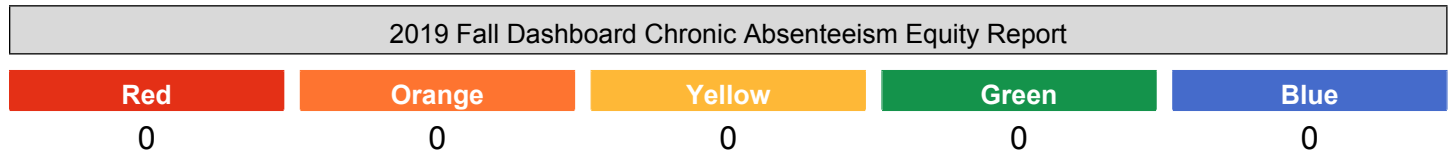**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| No Performance Color | No Performance Color | No Performance Color |
| 1.5 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 136 | 4 | 0 |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 2 | 5.7 |
| 4 | 51 | 35 |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 1 | 5 | 6 | 0 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 0 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 1.9 |
| 12 | 7 | 0 | 105 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report |

| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |

| **All Students** | **English Learners** | **Foster Youth** |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |

| **African American** | **American Indian** | **Asian** | **Filipino** |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year |

| **2018** | **2019** |

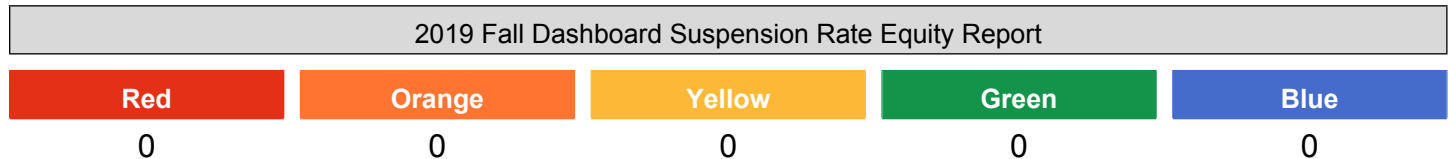**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| No Performance Color | No Performance Color | |
| 0.7 | Less than 11 Students - Data Not Displayed for Privacy | |
| 152 | 4 | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 | 0 |
| 5 | 57 | 37 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | |
| Less than 11 Students - Data | Less than 11 Students - Data | Less than 11 Students - Data | |
| 1 | 5 | 8 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color | No Performance Color | | No Performance Color |
| 7.1 | Less than 11 Students - Data | | 0 |
| | 8 | | |
| 14 | | | 116 |
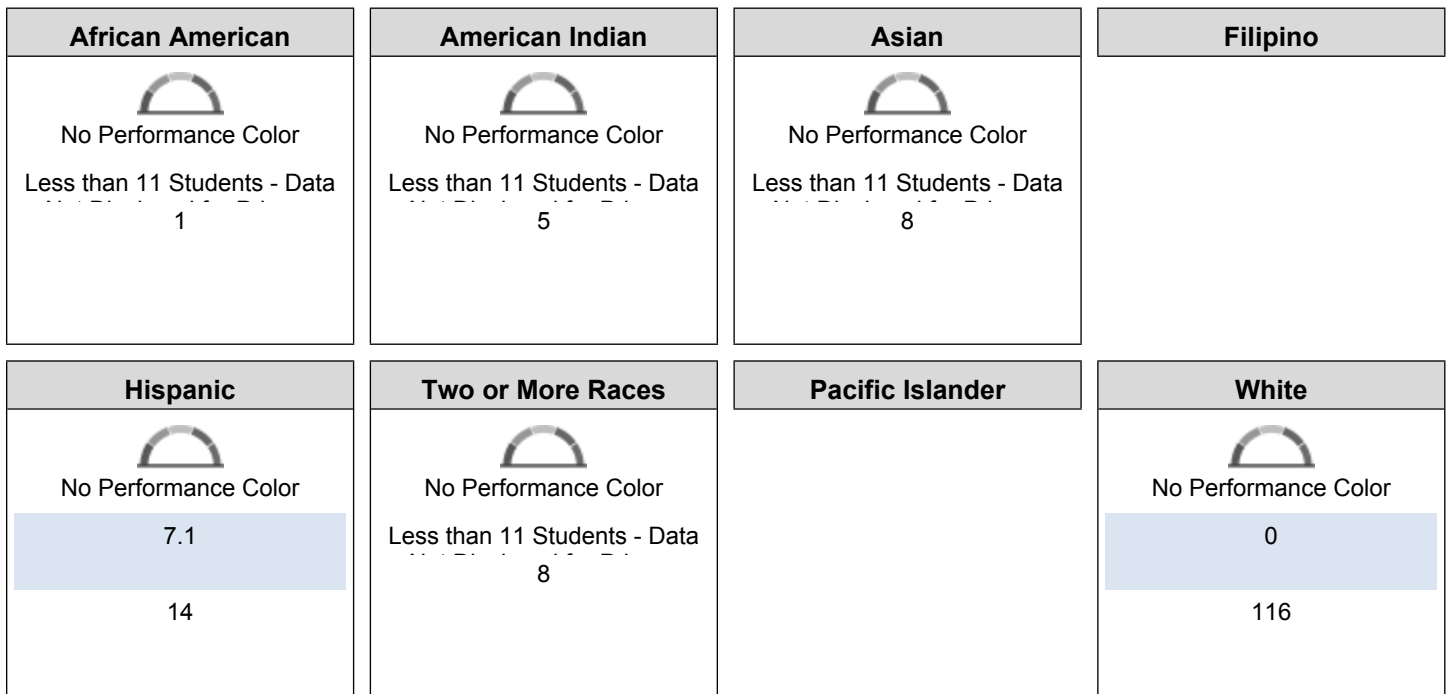
This section provides a view of the percentage of students who were suspended.

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | | 0.7 |

**Conclusions based on this data:**

**1.**

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| SUBJECT: Conditions of Learning |
| --- |
| **LEA GOAL:** |
| Recruit and retain highly qualified teachers who are prepared to implement equity-oriented and culturally relevant practices in their classrooms. |
| **SCHOOL GOAL #1:** |
| Recruit and retain highly qualified teachers who are prepared to implement equity-oriented and culturally relevant practices in their classrooms. |
| **Data Used to Form this Goal:** |
| Certificated staff performance evaluations and retention history. |
| **Findings from the Analysis of this Data:** |
| Highly qualified staff are critical to success of RCM students. |
| **How the School will Evaluate the Progress of this Goal:** |
| Performance evaluations of certificated staff and length of employment. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | Description | Type | Funding Source | Amount |
| Engage in equity work with HCOE and other institutions (listening sessions, participation in equity workshops, on-going equity readings/discussions) | Fall of 2021, ongoing | All Staff Administration | | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 1,416 |
| | | | | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 500 |
| Inventory and update school library and classroom libraries, and curriculum materials to include more culturally representative materials. | Fall of 2021, ongoing | Administration Librarian | | 4000-4999: Books And Supplies | Title I Part A: Allocation | 3,917 |
| | | | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Update the teacher performance evaluation tool to include language relating to equity and diversity and identify what types of support teachers need to be more inclusive and equitable | Spring 2022 | Administration Teachers Equity Committee | General fund | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |
| Infuse equity, inclusion, and diversity into recruitment and hiring processes | Spring 2022 | Administration Equity Committee | General fund | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |

**Planned Improvements in Student Performance**

<p align="center">**School Goal #2**</p>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT: Student Achievement** |
| **LEA GOAL:** |
| To increase the achievement of all students in mathematics |
| **SCHOOL GOAL #2:** |
| To increase the achievement of all students in mathematics |
| **Data Used to Form this Goal:** |
| Interim and summative CAASPP assessment scores. Record keeping for time spent tutoring and PD for staff. |
| **Findings from the Analysis of this Data:** |
| School-wide RCM students increase math scores by 2% annually |
| **How the School will Evaluate the Progress of this Goal:** |
| Interim and summative CAASPP assessment scores. Record keeping for time spent tutoring and PD for staff. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Utilize assistants to work with specific students (tutoring situation; during or after school) | SY 2021-22 | Administration Support Staff Teachers | | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 1,000 |
| | | | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |
| Use minimum day collaboration to work on mathematics curriculum and test practice, develop a scope and sequence of what is happening across grade levels | SY 2021-22, ongoing | Administration Teachers | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |
| Discuss student performance on formative assessments to inform instructional decisions | SY 2021-22, ongoing | Teachers | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Use CASSPP interim assessments regularly to inform instruction and practice | SY 2021-22, ongoing | Administration Teachers | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |

## Planned Improvements in Student Performance

**School Goal #3**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT: Learning Environment** |
| **LEA GOAL:** |
| Focus on PBL/Montessori pedagogy for the purpose of increasing student success and supporting diverse learners |
| **SCHOOL GOAL #3:** |
| Focus on PBL/Montessori pedagogy for the purpose of increasing student success and supporting diverse learners |
| **Data Used to Form this Goal:** |
| Annual enrollment and summative CAASPP scores |
| **Findings from the Analysis of this Data:** |
| RCM should develop a more comprehensive approach to evaluating student success |
| **How the School will Evaluate the Progress of this Goal:** |
| On-going assessment of student portfolios |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | **Description** | **Type** | **Funding Source** | **Amount** |
| Attend PBL and/or Montessori trainings. Discuss key points from PBL and/or Montessori trainings (min. 3 staff meetings) | SY 2021-22, ongoing | Administration Teachers | | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 2,000 |
| | | | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,000 |
| Track student progress with portfolios that align with Montessori/PBL pedagogy, and follow students through their time at RCM | SY 2022-23 | Administration Teachers | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Generate portfolio template for all students grades TK-12 that can be used to track student progress | SY 2021-22 | Administration Staff | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |
| Create a guiding framework defining how Montessori/PBL strategies are implemented across the grades and academic areas | SY 2021-22 | Teachers Students Parents Admin | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,900 |

# Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
| --- | --- | --- |
| **Funding Source** | **Allocation** | **Balance (Allocations-Expenditures)** |
| Title I Part A: Allocation | 25,417 | 0.00 |
| Title II Part A: Improving Teacher | 3,416 | 0.00 |

| Total Expenditures by Funding Source | |
| --- | --- |
| **Funding Source** | **Total Expenditures** |
| Title I Part A: Allocation | 25,417.00 |
| Title II Part A: Improving Teacher Quality | 3,416.00 |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type | Total Expenditures |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 23,416.00 |
| 2000-2999: Classified Personnel Salaries | 1,500.00 |
| 4000-4999: Books And Supplies | 3,917.00 |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 20,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 1,500.00 |
| 4000-4999: Books And Supplies | Title I Part A: Allocation | 3,917.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 3,416.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Goal**

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 11,533.00 |
| Goal 2 | 8,600.00 |
| Goal 3 | 8,700.00 |

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.  The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|---|---|---|---|---|
| Libbi Miller | | | | X | |
| Amanda Stelly | | | | X | |
| Leia Pollard | | | | X | |
| Sasha Lyth | | X | | | |
| Michelle Leonard | X | | | | |
| Bryan Little | X | | | | |
| **Numbers of members of each category:** | **2** | **1** | | **3** | |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:


Bryan Little
_____       _____       _____
Typed Name of School Principal              Signature of School Principal                     Date


_____       _____       _____
Typed Name of SSC Chairperson              Signature of SSC Chairperson                     Date